**Task/Verb Assessment Guidelines**

The **Purpose** of this assessment tool is to assess the identification and differentiation between choices when presented in a group of 3 options, requiring recall and extended knowledge to match the correct tool with the task verb associated with its use.

**Items Needed:** The administrator will gather each of the 25 items listed on the test document. The items must all be available during administration of the test. When possible, use items the student has used for the task or has access to use. (Subsequent administrations after baseline has been established can introduce like items to test for generalization skills).

**Procedure:** Administrator and student will sit at a cleared table. Student should be placed across from the administrator in a face- to-face position. The administrator will select 3 items (one being the correct item for the current question) to lie on a table in a horizontal row in front of student. Be careful to alternate placement of correct choice from test question to test question.

Administrator will read the question from the test and answer document. As the administrator reads each question, emphasis is necessary on the verb specified in the **Object/Verb** Column for each test/question given. Student will respond in typical response method by selecting 1 out of the set of 3 items that correctly identifies the task/verb combination given. If assistance is needed from the student, a cue should be given first, and then a prompt if a cue is unsuccessful. The student’s typical response method should be noted on the test answer document; being sure to specify what type of cues or prompts used in each test question/answer. (i.e. gesture, tapping the item, or a verbal response). Record the cue or prompt description briefly in the **Level of Assistance** column.

Student’s response will be recorded on the test and answer document under the **Performance Score** column using the numbered rating scale as follows:

1. No Response
2. Incorrect Response
3. Correct Response With a Cue
4. Correct response With a Prompt
5. Independent Correct Response

**Score:** Add the value of the Score columns for a raw score of the administration. This raw score can be compared to subsequent test sessions, or as a basic screening test to evaluate for emerging or extended knowledge practice.